

**Fordham University
Graduate School of Education
Division of Curriculum and Teaching
Lincoln Center Campus
Fall Semester - 2013**

**CTGE 5534-L04
Beginning Reading and Writing in Inclusive Classrooms**

Daily Schedule of Course Topics, Readings, Assessments, and Tasks:

Week 9 – November 7th

- Topic: Spelling
- Reading: Cecil, “Chapter 6 – Spelling: Developing Letter-Sound Correspondence” (21 pages)
- Tasks:
 - Complete the “Qualitative Spelling Inventory” with your focus student and bring it to class.
 - Continue to work on your “Instructional Experience #1” assignment. Bring your latest work to class.
 - Observe a primary classroom for 10 to 15 minutes this week with a focus on spelling instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
- Response Blog – Assignment #8:
 - Respond to a classmate’s seventh blog post (respond to a post at a blog you have yet to visit).
 - Post a new entry about the above observations.